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ABSTRACT

This booklet is designed to assist British further education college managers responsible for appraisal, appraisal coordinators, trade union officers, and staff development officers in using national standards in appraisal. Discussed in Section 1 are the following: the role of appraisal in further education, principles and benefits of appraisal, the relationship between national standards and appraisal, and appraisal starting points. Section 2 examines the role played by job descriptions in appraisal. The steps entailed in using standards for appraisal are detailed in Section 3, and procedures for using standards in appraisal documentation are outlined in Section 4. Guidelines for using standards for observation are presented in Section 5. Listed in Sections 6 and 7, respectively, are the roles and responsibilities of various participants in the appraisal process and the various factors dictating the resource implications of appraisal. Contains a list of 16 resource organizations and a 56-item bibliography. (MN)

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ED 363 767

STANDARDS *IN ACTION*

Using National Standards for Human Resource Management and Development in Further Education

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STANDARDS IN ACTION

This pack is divided into a series of five booklets. Detailed contents lists are provided at the beginning of each booklet.

BOOKLET ONE: LAYING THE FOUNDATIONS

- provides an introduction to national standards and describes how national standards can be used to harmonise college strategic planning, quality assurance and human resource management cycles;
- introduces the principles, processes and roles common to the use of standards for a variety of HRM and HRD purposes;
- resources: an index to further reading and sources of information is provided.

BOOKLET TWO: USING NATIONAL STANDARDS IN APPRAISAL

- describes how relevant national standards can be used as a practical tool within the appraisal process and to make clear links between appraisal and HRD.

BOOKLET THREE: ASSESSOR AND INTERNAL VERIFIER AWARDS

- provides practical information and suggestions to assist colleges in ensuring that as many staff members as necessary, are trained and certificated as assessors and internal verifiers.

BOOKLET FOUR: STANDARDS-BASED MANAGEMENT DEVELOPMENT

- describes how Management Standards can be used to develop and accredit management competence within colleges.

BOOKLET FIVE: STANDARDS-BASED INITIAL TEACHER TRAINING

- explores the use of national standards (TDLB and MCI) to structure work-based initial teacher training.

A note on terminology

The term ***accreditation*** *is commonly used to denote the achievement of qualifications by individuals. However,* ***accreditation*** *has also been adopted as the technical term to denote approval by an 'accrediting body' (e.g. NCVQ, SCOTVEC) of qualifications put forward by awarding bodies, and approval of an awarding body to offer, administer and maintain the quality of specified qualifications. For this reason the accrediting bodies are currently encouraging a shift in the use of terminology, so that:*
certification *will be used to denote achievement of qualifications by individuals*

and

accreditation *will be used to denote the approval and quality control role of accrediting bodies.*

To avoid confusing readers, and in recognition of current usage, the use of the term **accreditation** to describe the achievement of qualifications has generally been retained in this publication, with the exception of Booklet Three. Since *Booklet Three: Assessor and Internal Verifier Awards* is specifically concerned with enabling staff to achieve certificates of unit credit, the term **certificated** has been used.

The extent to which individual readers will be familiar with national standards will vary. Some basic background information has therefore been included. We hope that the presentation of the material will enable individual users to find their way efficiently to the sections of interest to them.

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Contents

1.	Introduction	2
2.	Job descriptions and appraisal	5
3.	Using standards for appraisal training	6
4.	Using standards in appraisal documentation	9
5.	Using standards for observation	11
6.	Roles and responsibilities in appraisal	13
7.	Resource implications	15

1. Introduction

1 APPRAISAL IN FE

Under the terms of the 1991 National Joint Council Pay and Conditions Settlement, local appraisal schemes conforming to the requirements of the national framework, had to be established in FE colleges by 31 August 1992. Although this requirement applied only to academic staff and their managers, many colleges are introducing a common scheme for both academic and 'support' staff. The incorporation of colleges in April 1993 has added an urgent impetus to the need for colleges to establish coherent and effective strategies and systems for the management of human resources (including the personnel function and HRD) and quality in FE colleges.

2 THE PRINCIPLES

The national framework for appraisal in FE provides a model which focuses clearly on the professional development of staff, in order to enhance the quality of the service provided.

In translating the national framework into local schemes, colleges seem generally to agree on the underlying principles of appraisal in FE and on the intended benefits for staff and for the college, e.g:

the underlying principles that all staff need:

- to carry on learning throughout their careers;
- support to cope with changing responsibilities and the challenges ahead;
- commitment to improving the quality of college services;
- recognition that they are doing a good job;
- the opportunity to determine personal objectives in line with college policy.

Both the national framework and local schemes emphasise that appraisal in FE is entirely separate from procedures and issues concerning discipline, probation, promotion, incompetence, redundancy, grievance, or performance-related pay. The emphasis is on enhancing and recognising the competence of staff, by facilitating the process of self review and identification of improvements in college functions, in order to improve the quality of service for students and other users.

3 THE BENEFITS

The process of appraisal is intended to be beneficial to staff, as well as to students and the college as a whole.

Benefits to participants are described as:

- *identification of development needs and ways of meeting them;*
- *a clearer understanding of college expectations;*
- *the opportunity to consider career development;*
- *recognition of achievement;*
- *support in facing problems and difficulties in professional life.*

Benefits to the college and students are described as, e.g.

- *a better service to students;*
- *better motivation and performance of staff;*
- *more effective use of staff skills;*
- *more effective interaction between individual and college planning;*
- *better professional working relationships and communications.*

Eastleigh College — Staff Appraisal Document (June 1992)

4 NATIONAL STANDARDS AND APPRAISAL

The use of national standards in appraisal can transform the performance review process by putting the appraisee on an equal footing with the appraiser.

- the individual has detailed information of what is expected — the outcomes of their performance;
- the individual also has access to the criteria by which performance is assessed, and knows what evidence (and how much of it) is required to demonstrate success;
- the individual can therefore bring forward their own relevant evidence, including performance evidence from the past;

As a consequence both the individual and the assessor can look at evidence of achievement and work towards agreed judgements of performance.

National Standards for Training and Development Guidelines for Implementation (March 1992)

The use of national standards in appraisal will contribute to the development of a coherent strategy for the management of human resources and quality by providing a common language for:

- the definition of job roles and responsibilities;
- the analysis of the components of competent performance;
- the identification of factors that are either contributing to or undermining effective fulfilment of responsibilities;
- the diagnosis and discussion of strengths, weaknesses, lack of opportunities, etc.;
- the identification and description of development needs;
- the development of an on-going professional development portfolio;
- the indexing of a portfolio of evidence to national standards, role descriptions, accreditation opportunities, elements / units of qualifications;
- the identification of opportunities for accreditation.

It is important to stress that within the national framework for appraisal in FE, the emphasis would be on using national standards as a 'common language', and as an analytical tool, rather than as objective benchmarks for performance.

In terms of staff time, appraisal is an expensive, albeit beneficial, process. However, since aspects of appraisal are common to other aspects of HRM, HRD and quality management, it will both strengthen the effectiveness of these functions and reduce costs if this commonality is identified and utilised, e.g.

- the preparation of a portfolio of evidence both for the purpose of appraisal and for the purpose of formal assessment for accreditation. (Contract compliance may increasingly require accreditation of staff, using national standards.);
- the use of peer observation to provide evidence for appraisal for the observee, and evidence towards the assessor award for the observer;
- the use of peer observation against national standards to provide evidence for appraisal will also act as a powerful form of staff development.

Other uses of standards within appraisal are explored in the remainder of this booklet.

5 STARTING POINTS

Standards could be introduced into local schemes of appraisal, incrementally, or more systematically, perhaps following an evaluation of the first round of the scheme.

e.g. **introducing standards gradually:**

- into particular aspects of the appraisal process;
- by 'interested' appraisers/appraisees, on an experimental 'pilot' basis;
- by the development or adaptation of prompt sheets and checklists based on the standards.

or

more systematically as part of the college HRM/quality assurance strategy:

- development of role profiles and job descriptions based on national standards
- use of standards within appraisal training (see Section 3 *Using Standards for Appraisal Training*, below);
- development and introduction of standardised documentation and procedures using national standards;
- planned programme of staff accreditation as assessors and staff mentors.

In either case, it will be important to establish an ethos of trust, in which the recognition of strengths and weaknesses is seen as a positive step in an ongoing process of active learning by all staff. Standards can be used in this context as a shared tool for analysing, discussing, and working on professional performance by all partners in the appraisal process.

2. *Job descriptions and appraisal*

In order to conduct a dialogue concerning the factors that are undermining or assisting an individual's performance in their work role, it will obviously be necessary to have an explicit statement of the role and responsibilities of that individual, i.e. clarity about what is expected of them.

National standards, supplemented where necessary, can be used as a bank of statements from which to construct generic role descriptions for categories of staff and to draw up job descriptions which match the specific responsibilities of individuals. (see Booklet 1, Section 6 *Role Profiles and Job Descriptions*).

Job descriptions based on national standards as a foundation for appraisal, produce the following advantages:

- a clear definition of what is expected of an individual that will assist the process of self review and provide a language for the appraisal interview;
- a degree of standardisation, in terms of definition of responsibilities, expectations of performance, and description of development needs;
- availability of performance criteria can assist appraisees in the identification and presentation of appropriate evidence. (The performance criteria would be used as a helpful reference only, and not as criteria for assessment);
- assistance in the diagnosis and description of factors that are undermining performance;
- highlighting the opportunities available for accreditation, by indexing the standards to available qualifications and awards. Hence, an appraisee presenting evidence for the purpose of appraisal might be able to use this same evidence for formal assessment towards a relevant qualification. This might be an argument for encouraging appraisers to obtain accreditation as assessors;
- helping to ensure that all aspects of an individual's responsibilities and skills are recognised and addressed.

One college defines all main grade lecturers' job descriptions in terms of three main areas of responsibility: *teaching, management, administration.*

Consideration of an individual's responsibilities under each of TDLB's four main areas of competence, for example, (*identify training needs; plan and design training; deliver training; evaluate training outcomes*) would ensure that a balanced and full range of necessary competences are considered. MCI unit titles and personal competences could be used for a similar purpose.

3. *Using standards for appraisal training*

The **National Framework for Appraisal in FE** 1991 (NJC agreement) requires that training for appraisal is provided for both appraisers and appraisees. As well as provision of training before participation in appraisal, it is desirable for the quality, credibility and success of the scheme, to provide ongoing opportunities for both appraisers and appraisees to review and share experiences (while protecting confidentiality) of the appraisal process.

National standards could be used in appraisal training in the following ways:

Appraisers could use TDLB and MCI standards to explore the nature and scope of their role as appraisers, within both the national framework and the local scheme. The extent to which particular TDLB and MCI elements and units are relevant and useful to the role of 'appraiser' within a local scheme could be clarified. For example:

TDLB

Unit TD1 Identify the current competence of individuals and groups

A211 Provide information and resources to enable individuals to identity their current competence

A212 Provide information and resources to enable others to identify the current competence of individuals and groups

A213 Define the current competence of individuals and groups

Unit TD17 Agree long term objectives

A222 Agree learning objectives which meet changes in performance requirements and work roles

A223 Agree the learning objectives which meet the long term aspirations of individuals

A225 Promote and encourage commitment to enable individuals and groups to achieve agreed priorities

MCI

Management 1

Element I 5.2 Identify, review and improve development activities for individuals

Performance criteria:

a) Development objectives and activities are based on a balanced assessment of current competence, potential future competence and career aspirations and are in line with current and anticipated team / organisational requirements

b) Individuals are encouraged and assisted to evaluate their own learning and development needs and to contribute to the discussion, planning and review of development

c) Plans contain clear, relevant and realistic development objectives and details of supporting development activities

d) Development activities optimise the use of available resources

e) Plans are reviewed, updated and improved at regular intervals after discussion and agreement with the appropriate people

f) Where development activities prove inappropriate and / or the resources used are unsuitable or inadequate, realistic alternatives are discussed, agreed and implemented.

'Trainee' appraisers could use relevant standards to assist each other to assess their own strengths and weaknesses as appraisers, and to define an appropriate course of action. Skills likely to be identified include questioning, listening and feedback skills, and the opportunity to practice these skills will need to be addressed. Standards from the Advice, Guidance and Counselling Lead Body may be useful for this purpose, and will offer the possibility of accreditation when available.

Appraisees could be asked to match their work roles and responsibilities against relevant national standards. This will assist them to analyse their work role and the factors that are supporting or undermining their performance. This process will also help them to identify qualities, competences, and circumstances necessary for effective performance.

Appraisers and appraisees could role play an appraisal interview, using the documentation devised for the scheme, together with selected national standards (and performance criteria for reference) as the basis for a dialogue. This might include:

- an individual's self assessment, using the standards;
- review of factors that are undermining or assisting performance;
- kinds of evidence that might be relevant, and ways in which this might be presented;
- kinds of action that might be agreed, and how this might be recorded using the college's agreed format and procedure
- discussion about what would / should happen next.

Appraisal will need to be set clearly in the context of the college's equal opportunities policy. Appraisers and appraisees will, therefore, need opportunities to consider the practical implications of such policies in the context of appraisal and the issues that might arise. The TDLB standards, for example, address Equal Opportunities explicitly within the performance criteria, where this is seen as relevant to competent performance of the specific element. For example:

B213 Identify and select options for meeting training and development requirements.

p.c. (e) *Selected options provide equality of opportunity and access.*

B221 Select and specify training and development process.

p.c. (d) *Processes are selected and promoted which provide equality of opportunity for individuals and groups.*

In addition to embedding values in the standards themselves, TDLB has published a *Code of Practice* summarising the underpinning values so that these can be taken into account when using the standards. During appraisal training, participants could be asked to analyse their performance, in appraisal interview role plays, against these TDLB value statements (below), and the accompanying guidance notes.

- promote and support individuals' choices and preferences
- promote, support and provide training and development that offer the best opportunity of meeting organisational needs
- acknowledge the identity and values of others
- communicate effectively
- provide and promote equality of opportunity

TDLB Standards for Training and Development, Guidelines for Implementation (March 1992)

Appraisers and others who will be undertaking direct observation will need training for this purpose. (see Section 5, below, **Using Standards for Observation)**

Appraisers, as well as appraisees, can use participation in the appraisal process to generate evidence for their own accreditation purposes, e.g. appraisers may have the opportunity to gather evidence for an assessor award, or units towards a TDLB or MCI qualification.

4. *Using standards in appraisal documentation*

Within the parameters of the national framework for appraisal in further education colleges, the design of local schemes will naturally vary, reflecting the culture of the particular college. All schemes are, however, likely to include the following components;

- preparation for the appraisal interview by the appraisee including:
  — self evaluation
  — preparation of evidence
- appraisal interview
- recording of outcomes

Because of the wide variety of job descriptions within a college, the focus of appraisal in FE on the professional development needs of staff, and the desire for an active rather than passive role for the appraisee, documentation developed as the framework for local schemes is tending to be based on broad, open-ended questions.

For example:

- *What are your management responsibilities?*
- *What do you feel are your main training needs?*
- *What skills and strengths do you have that could be used to greater advantage?*

While open-ended questions, supported by skillful interviewing, can be very productive in establishing a collaborative and constructive approach to appraisal, they may result in a somewhat superficial and impressionistic outcome. The full benefits of appraisal for both appraisees and the organisation would not, then, be realised. On the other hand, the appraisal process needs to be kept as simple, and for reasons of economy, as streamlined as possible. It will therefore be counter-productive to generate volumes of checklists in an effort to reflect the idiosyncrasies of the particular college or job role.

National standards could be used to complement local appraisal documentation by providing a common source for reference, in the following ways.

a. Within appraisal training, appraisees could be asked:

- to consider their own role and responsibilities in relation to relevant national standards — such as Administration, Personnel, Marketing, Finance, the Management Standards, TDLB, etc;
- to identify their current profile of activities;
- to identify areas of relative strengths and weaknesses;
- to identify factors necessary for career progression, not currently included in their day-to-day activities;
- to consider aspects they may need to tackle in future, in the light of current changes or planned future developments (e.g. introduction of a new course, change over to a new system).

b. Role profiles based on national standards, previously drawn up by groups of staff, could provide a reference or aide-memoire, for use when completing a self appraisal form, as preparation for the appraisal interview.

c. Individual or role profiles based on national standards could help appraisees to identify appropriate forms of 'evidence'.

d. Summary sheets for portfolios of evidence could be prepared and referenced to national standards using the element or unit title. For example,

Evidence	Element reference
Paper drawn up for academic board	TDLB B111 Identify potential strategies for meeting organisational requirements

This evidence could also be used in formal assessment for accreditation, if the appraisee wished to pursue this.

Observation within appraisal

Checklists for use in observation sessions can tend to be somewhat random and subjective, based upon assumptions or unchallenged expectations (e.g. of a particular style of teaching), or concentrating on one particular aspect of an individual's job, and excluding other important aspects.

National standards could be used to:

- identify, isolate and describe a full range or variety of 'specialist' aspects of job roles. For example, the five functions within the TDLB standards could be used to check that a full range of skills are addressed.

  - identify training and development needs
  - design training and development strategies and plans
  - provide learning opportunities, resources and support
  - evaluate the effectiveness of training and development
  - support training and development advances and practice

- provide the basis for discussion between observer and observed concerning the focus for the observation (see Section 5. *Using Standards for Observation* below).

The agreed standards and performance criteria supplemented by other appropriate key questions, could then be used as the means of recording evidence for the appraisal interview, (and for the purpose of assessment for accreditation, if desired).

National standards could be used as the means of summarising and recording the outcomes of the appraisal interview, where relevant, e.g.

- job related achievements
- opportunities required for future career development
- staff development needs
- agreed objectives and performance criteria.

5. *Using standards for observation*

Direct observation of performance, whether of classroom teaching or another aspect of someone's job role, is one of a number of forms of evidence that can contribute to the appraisal process. It may, or may not, be a specified requirement within local appraisal schemes. Observation is generally acknowledged to be an extremely valuable process, not just as a means of providing *'evidence'* but because of the *formative* benefits of observation and feedback to the 'observed', the observer, and most importantly, to the learner who should ultimately benefit by improvements in the quality of the service provided.

The potential benefits of direct observation tend to be under utilised, because of the expense. Observation is expensive because it is time-consuming, and conducted on a one-to-one basis. However, there may be ways of minimising these costs (see Section 7 *Resource Implications*) and as standards-based qualifications for staff become more generally available and on-the-job assessment becomes more familiar, direct observation may become more common.

The in-house capacity to undertake direct observation of teaching and other work roles will be relevant, not only to appraisal, but to in-service 'initial' Teacher Training, and to the provision of access for all staff to relevant NVQs, VQs and certificates of unit credit. However, if the direct observation of task performance is for the purpose of assessment for an NVQ, it will be necessary for the 'observers' themselves, to have obtained TDLB Unit D32, *Assess Candidate Performance*.

Observation need not be undertaken by the appraiser. Someone else, suitably trained, could undertake the observation as a means of generating or verifying evidence for the appraisal process. Such evidence could also be matched against relevant national standards and incorporated within a portfolio of evidence for formal assessment and certification.

National standards could be used as a useful tool in direct observation, as a means of producing evidence for appraisal, in the following ways:

- National standards could be used by the appraisee and observer as the means of defining and agreeing, in advance, the focus for the observation. In order to avoid the collection of apparently random observations, it will be important to determine beforehand what exactly is being observed and what evidence of competence is being sought.

- The performance criteria of relevant national standards can be used as a means of structuring the recording of evidence. They provide explicit criteria for the observation and so reduce otherwise unavoidable subjectivity on the part of the observer. This may be particularly useful if several people are acting as observers, and if the observers are not themselves the appraisers. For example, the following observation prompt sheet is based on the performance criteria for the TDLB element C222, *Provide opportunities for groups to exchange and interpret information and ideas.*

Does the tutor provide clear and accurate instructions which identify the purpose, process and intended outcomes of the group activity?

If necessary, does the tutor allow for adaptation and negotiation of these plans with the group?

Do the proposals presented provide the greatest opportunities for group effectiveness by taking into account the group size and membership?

Are additional clarification, relevant information and support services provided to groups on request?

When dealing with disruptive participant(s), does the tutor invite them to clarify the purpose of their behaviour? Is the participant(s) invited to discuss the issue with the tutor?

Is the group provided with progress information on timing, task completion and group processes on request?

Is the feedback session co-ordinated in a manner suitable to the needs and capabilities of the group and which allows each group member to express views and information within agreed time allocations? Are major learning points, conclusions, agreements and conflicts accurately and clearly summarised?

Classroom Observation Pilot, Bromley College of Technology

Performance criteria can also assist in giving feedback by:

- providing an analysis of what was required;
- supplying a common language for discussion;
- assisting discussion of areas of relative strengths and weakness and the identification of other relevant factors affecting performance;
- assisting in the definition and expression of emerging staff development requirements.

The availability of performance criteria will be particularly helpful to observers who feel a natural pressure to make only favourable remarks when giving feedback and who feel unhappy about committing adverse comments to paper.

As a preparation, the observer and observed would need to discuss and agree:

- which elements to use;
- the meaning and application of the performance criteria in the context of the observation.

This discussion might in itself be a valuable formative learning experience, particularly for people relatively new to teaching or unfamiliar with standards-based approaches.

An observation report, matched against relevant national standards and their associated performance criteria, could be incorporated within a portfolio of evidence for formal assessment and certification. Similarly, observers could use the observation as a means of providing evidence for their own certification as assessors.

The possibilities of peer observation could be explored. The use of national standards would provide some degree of standardisation, e.g. a common approach using an observation checklist based on a common bank of standards and performance criteria. Peer observation is likely to provide a valuable learning experience for both observer and observed, and as such would offer an additional benefit from an expensive process.

6. *Roles and responsibilities in appraisal*

Within the terms of the framework for appraisal in FE, appraisers:

- must be able to engage with appraisees in a joint process of professional review;
- require a sound knowledge and understanding of the work of each appraisee;
- require a wider perspective of the procedures and developments within the institution to assist each appraisee in establishing the context in which agreed outcomes are determined;
- must be in a position to ensure that agreed outcomes are processed through appropriate institutional structures.

To achieve credibility and to be effective in meeting its objectives, any appraisal scheme clearly requires trained and competent appraisers.

Staff mentors

FEU and others are exploring the possibility of a Mentor Award based on TDLB and/or Management Standards. Such a package could be used as the basis for:

- exploration and clarification of the role of appraisers within the parameters of a local scheme;
- self-assessment/needs identification of appraisers;
- appraisal training programmes (see Section 3 *Using Standards for Appraisal Training*, above);
- certification of mentor skills.

Mentors will need opportunities to develop their communication and affective skills, such as giving feedback, supportive questioning and supportive listening. Standards from the Advice, Guidance and Counselling Lead Body are, therefore, also likely to be relevant, when these are published.

Appraisers as assessors

The extent to which appraisers should be encouraged to obtain accreditation as assessors will need to be considered, in the context of the ethos and objectives of the local scheme. Within the ethos of NVQs, individuals take responsibility for demonstrating competent performance of their work roles, in order to claim accreditation. Hence, an appraisee seeking accreditation, might be able to obtain formal assessment of relevant elements within the appraisal process, thus avoiding duplicated expense of staff time. On the other hand, the role of formal assessor may seem anathema to the supportive and more broadly focused process of appraisal.

It might be advantageous, however, if some evidence could be used both for appraisal and for formal assessment (for accreditation purposes), thus avoiding duplication of effort on the part of the appraisee but maintaining a 'proper' separation of role between an appraiser and an assessor.

This would have the advantage of using a common language, for appraisal and accreditation, enabling common objectives and requirements to be identified easily (e.g. by the Human Resources Manager and Staff Development manager), indexed to relevant qualifications and training programmes.

Observation by a non-appraiser

Direct observation will not necessarily need to be undertaken by the appraiser. Another member of staff could undertake the observation to provide evidence for the appraisal.

National standards and their performance criteria could be used by the observer and the observee to:

- agree the focus of the observation;
- provide the basis for feedback;
- provide the criteria against which evidence will be recorded.

This would provide a common approach for a variety of observers and encourage a participative and formative approach to the use of observation. (see Section 5 *Using standards for observation*). Staff undertaking the role of observer will need the opportunity to explore this role (e.g. they should also undergo the experience of being observed) and to develop the necessary skills, e.g. of giving constructive feedback.

Peer observation (perhaps by a member of staff from another team) could be explored. This would have the advantages of:

- breaking down barriers within the organisation or team;
- promoting mutual understanding;
- economy of staff time;
- the benefits of reflecting on one's own performance by observing other people's.

(Teaching, for example, traditionally tends to be conducted in the privacy of one's own classroom!).

Initial (In-service) Teacher Training tutors are likely to be experienced in observation. This experience could be utilised for observation training purposes or by involving these tutors in appraisal as observers.

7. *Resource implications*

The resource implications of appraisal will depend on:

a. The shape of the local scheme:

- the nature and scale of appraisal training provided, and the extent to which this can be implemented within 'existing' time, e.g. within departmental or team meetings;
- whether preliminary meetings are conducted on an individual or group basis;
- the expected length of the appraisal interview, e.g. one or two hours;
- the extent to which direct observation is used;
- the expectation concerning follow-up meetings.

b. The extent to which appraisal is built into job descriptions:

- line managers; the number of those reporting to members of staff could affect the distribution of the case load;
- 'specialist' appraisers; managers who have a more extensive personnel function and who between them would undertake or oversee a large proportion of appraisals;
- the use of non-line managers as appraisers;
- the extent to which preparation for and participation in appraisal is included in a lecturer's duties; the provision of reduced class contact.

c. The approaches used:

- whether or not preliminary meetings are conducted on a group basis;
- the use of peer mentoring, e.g. to assist with self assessment and the preparation of evidence;
- the use of peer observation in pairs or triads. Each person would have an initial observation session and feedback session with their partner;
- the harmonisation of functions where these are common to a number of purposes e.g:

  preparation of evidence against national standards for appraisal **and** formal assessment;
  use of observers who need to gain evidence for the assessor award.

Resources list

SOURCES OF INFORMATION AND ADVICE

Awarding bodies

Business and Technical Education Council
(BTEC)
Tavistock House South
Entrance D
Tavistock Square
London WC1A 9LG
Tel: 071-413 8400

BTEC
Publications & Despatch Unit BTEC
Central House
Upper Woburn Place
London WC1W 0HH

City & Guilds of London Institute
(CGLI)
46 Britannia Street
London WC1X 9RG
Tel: 071-278 2468

CGLI Sales Section
76 Portland Place
London W1N 4AA

Institute of Training and Development
(ITD)
Marlow House
Institute Road
Marlow
Buckinghamshire SL7 1BD
Tel: 0628-890123

Pitmans Examinations Institute
Catteshall Manor
Godalming
Surrey
SU7 1UU
Tel: 0483-415 311

RSA Examinations Board
Westwood Way
Coventry CV4 8HS
Tel: 0203-470033

ScottishVocational andEducation
Council (SCOTVEC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

For information on Investors in People contact:

Business Communications Branch
Moorfoot
Sheffield S1 4PQ
Tel: 0742-753275

or your local TEC

Scotland
For further information on Investors in People in Scotland and your Local Enterprise Company contact Scottish Enterprise or Highlands and Islands Enterprise.

Scottish Enterprise
120 Bothwell Street
Glasgow G2 7JP
Tel: 041 248 2700

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness IV1 1QR
Tel: 0463-234171

For information about NVQs contact

National Council for Vocational Qualifications (NCVQ)
222 Euston Road
London NW1 2BZ
Tel: 071-387 9898

Information on Scottish Vocational Qualifications (SVQs) is available from:
Scottish Vocational Education Council (SCOTEVC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

To find out which Industry Training Organisation covers your sector contact:

National Council of Industry Training Organisations (NCITO)
5 George Lane
Royston
Herts SG8 9AR
Tel: 0763 247285

For more information on management competences and the Management Charter Initiative contact:

The Management Charter Initiative
Russell Square House
Russell Square
London WC1B 5BZ
Tel: 071 872 9000

For more information on the Training and Development Lead Body contact:

The TDLB Helpline
TDLB General Enquiries
Training and Development Lead Body
PO Box 28
Rugby
Warwickshire CV22 7UH
Tel: 0788 577503

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A Guide to Qualifications based on TDLB Standards. EARAC and SRCET (in collaboration with ED). Obtainable from The Association of Colleges in the Eastern Region (ACER), Merlin Place, Milton Road, Cambridge, CB4 4DP Tel: 0223 424022

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Management Charter (Initiative (MCI) publish a range of information material. MCI, Russell Sq House, Russell Sq, London WC1B 5LF 071 872 9000

Management Standards Directive available from MCI. Member £185, non-members £230

Crediting competence a list of licensed centres, available from MCI

BTEC Certificate in Management Level 4 Part 1 Guidelines ISBN 0 7464 0298 8 BTEC Publications Code 54-077-1 *Part 2 Standards* (Level 4) ISBN 0 7464 0299 6 BTEC Publication Code 54-079-1

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DATABASES

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MARIS On-Line is a database holding information on open learning materials in Europe and the UK. Further information is available on 0353 661284.

Standards in Action is presented in a series of booklets so that it can be dispersed to:

- the various managers who need to see and make links between aspects of strategic planning, quality assurance, HRM and HRD;
- the various co-ordinators, professional tutors, staff development officers and others concerned with specific applications of the standards.

It is envisaged that the booklets will be of interest to a variety of users, as follows:

BOOKLET	CONTENTS	USERS
Booklet One: *Laying the Foundations*	General introduction 1: Using national standards for HRM and HRD 2: Laying the foundations Appendices Resource lists	Managers with responsibility for: Quality HRM HRD/staff development Corporate development Strategic planning Investors in People Staffing/personnel Curriculum Other users (see below)
Booklet Two *Using national standards in Appraisal*	Using standards in appraisal Resource lists	Managers with responsibility for appraisal Appraisal co-ordinators Trades union officers Staff development officers
Booklet Three: *Assessor and internal verifier awards*	Assessor and internal verifier awards Resource lists	GNVQ co-ordinators NVQ co-ordinators Staff development managers Enterprise Unit managers Assessor training co-ordinators HE providers
Booklet Four: *Standards-based management development*	Standards -based management development Resource lists	Management development tutors Universities and other providers Mentors
Booklet Five: *Standards-based initial teacher training*	Standards-based initial teacher training Resource lists	ITT providers Tutors of Cert. Ed. (FE) and C&G 7307 programmes Professional tutors